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State Islamic University of Sultan Syarif Kasim Riau

STUDENTS' ABILITY IN TRANSLATING ENGLISH INTO INDONESIAN ABOUT ANALYTICAL EXPOSITION TEXT AT SENIOR HIGH SCHOOL SERIRAMA PEKANBARU



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STUDENTS' ABILITY IN TRANSLATING ENGLISH INTO INDONESIAN ABOUT ANALYTICAL EXPOSITION TEXT AT SENIOR HIGH SCHOOL SERIRAMA PEKANBARU

A Thesis

Submitted in Partial Fulfillment of the Requirements
for Undergraduate Degree of English Education
(S.Pd.)



By

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Finally, the researcher realizes that this thesis is still far from being perfect. Therefore, constructive comments, critiques and suggestion are appreciated very much.

“May Allah Almighty bless you, bless me, and bless us”

امين يا رب العالمين

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ABSTRACT

Syaidia Syahdat, (2021): An Analysis on Students' Ability in translating English into Indonesian About Descriptive Text at Senior High School Serirama Pekanbaru.

The Purpose of this study is to know the students' ability in translating descriptive text at the Elevent Grade of Senior High School Serirama Pekanbaru. From 150 students of the total population which consisted of five classes, the researcher took 30 students as the sample by using simple random sampling technique. In collecting the data, the researcher distributed the descriptive text to the respondents to measure their ability in translating descriptive text. In analyzing the data, the text is assessed by rating scale. The result of this research showed that the students' ability in translating descriptive text is the highest ability was component 4 that is about grammar an mechanic while the lowest ability was component 3 about situational appropriateness .

Keywords: *Translating Descriptive Text, Analysis*



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ABSTRAK

Syaidia Syahdat, (2021): An Analysis on Students' Ability in translating English into Indonesian About Descriptive Text at Senior High School Serirama Pekanbaru.

Penelitian ini bertujuan untuk mengetahui seberapa besar kemampuan siswa untuk menterjemahkan teks deskriptif di kelas sebelas dalam menterjemahkan teks deskriptif di Sekolah Menengah Atas Serirama Pekanbaru. Dari total populasi sebanyak 150 siswa yang terdiri dari lima kelas, peneliti mengambil sampel sebanyak 30 siswa dengan menggunakan teknik pengambilan sampel secara acak (*simple random sampling*). Dalam pengumpulan data, peneliti menyebarkan deskriptif artikel kepada responden untuk mengetahui kemampuan mereka dalam menterjemahkan teks deskriptif. Pada analisis data, kuesioner tersebut diukur dengan menggunakan skala rating. Hasil penelitian ini menunjukkan bahwa motivasi siswa kelas tujuh dalam mempelajari teks deskriptif adalah kemampuan tertinggi siswa dalam menterjemahkan berada pada komponen 4 tentang Grammar dan mechanic, sedangkan kemampuan tereandah pada komponen 3 tentang situasional appropriateness.

Kata Kunci: Motivasi dalam Belajar Teks Deskriptif, Analisis



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ملخص

سئ تحليل الدوافع في فهم النصوص الوصفية لدى طلاب الفصل السابع في المدرسة الثانوية المهنية الحكومية ١٤ بكنبارو

هذا البحث يهدف إلى معرفة الدوافع في فهم النصوص الوصفية لدى طلاب الفصل السابع في المدرسة الثانوية المهنية الحكومية 14 بكنبارو. ومجتمع البحث مائتان وسبعة طالب يتكون من ثمانية صفوف. أخذ الباحث عينة البحث اثنا وأربعين طالبا بأسلوب العينة العشوائية. جمع البيانات، قام الباحث بتوزيع استبيانات على المجيبين لمعرفة دوافعهم في تعلم النصوص الوصفية. استند الاستبيانات المستخدمة إلى ثمانية مؤشرات كتبها فرايمير مقتبسة من كتاب رحيم، وتم دمجها مع مكون النصوص الوصفية من قبل سوورداي. في تحليل البيانات، تم قياس الاستبيانات باستخدام مقياس التصنيف. دلت نتيجة هذا البحث إلى أن الدوافع لدى طلاب الفصل السابع في تعلم النصوص الوصفية هو 69 ٪ ، ويتم تصنيف العدد إلى مستوى عالٍ من التحفيز. بناءً على نتيجته، يمكن الاستنتاج أن طلاب الفصل السابع لديهم دوافع عالية في تعلم النصوص الوصفية.

الكلمات المفتاحية: الدوافع في تعلم النصوص الوصفية، التحليل

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LIST OF CONTENTS

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ACKNOWLEDGMENT	iii
ABSTRACT	vi
LIST OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION	1
A. Background of the Problem	1
B. Definon of Key Term	4
C. Problem	4
1. Identification of the Problem	4
2. Limitation of the Problem.....	4
3. Formulation of the Problem.....	5
D. Objective and Significance of the Reseach	5
1. Objective of the Research.....	5
2. Significance of the Research	5
CHAPTER II RIVIEW OF RELATED LITERATURE	6
A. The Theoretical Framework	6
1. Translation	6
a. Process of Translation	7
b.Types of Translation.....	9
c. Components of Translation.....	12
2. Analytical Exposition Text	13
3. Assessing Translation	14
B. Relevant Research	17
C. Operational Concept	18

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CHAPTER III METHOD OF THE RESEARCH	19
A. Research Design.....	19
B. Time and Location of the Research	19
C. Subject and Object of the Research	20
D. Population and Sample of the Research.....	20
E. Technique of Collecting Data	20
F. Technique of Analyzing Data	21
CHAPTER IV DATA PRESENTATION AND DATA ANALYSIS	22
A. Description of the Data	22
B. Data Presentation	22
1. Students' Translation Ability	22
2. Students' Translation Ability on Each Component	23
C. Data Analysis	25
1. Students' Translation Ability	25
2. Studentns' Translation Ability Each Component	26
CHAPTER V CONCLUSION AND SUGGESTION	30
A. Conclusion	30
B. Suggestion.....	30
1.Suggestion for Teacher	30
2.Suggestion for Students	31
REFERENCES	



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LIST OF TABLES

Table I.1	Proses of Translation	7
Table I.1	The Stage of Translation Process	8
Table I.2	Table of Example	11
Table II.1	Rubric Of Translation	14
Table II.2	Rubric of Translation	15
Table II.3	Rubric of Translation	16
Table II.4	Rubric of Translation.....	17
Table III.1	The Distribution of the Population	20
Table III.2	Blue Print of the Test	21
Table III.3	Clasification of the Students' Score	22
Table IV.1	The Recapiyulation Score of Students' Translation Ability	23
Table IV.2	Descriptive Statistic of Student's Tanslation Ability	24
Table IV.3	Descriptive Statistic of Students' Translation ability on Component 1	26
Table IV.4	Descriptive Statistic of Students' Translation ability on Component 2	27
Table IV.5	Descriptive Statistic of Students' Translation ability on Component 3	27
Table IV.6	Descriptive Statistic of Students' Translation ability on Component 4	27
Table IV.7	Descriptive Statistic of Students' Translation ability on Component 5	27
Table IV.8	Descriptive Statistics of Students' Translation ability on Component 3	28
Table IV.9	Descriptive Statistics of Students' Translation ability on Component 4	28
Table IV.10	Descriptive Statistics of Students' Translation ability on Component 4	28



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CHAPTER I

INTRODUCTION

A. The Background of the Study

Language as a means of communication is very important, so people have to master it. As human and technology grow, it is impossible to fulfill all human needs without interacting with other people that have different social conditions, cultures, and of course, language. People must learn not only their mother tongue, a language which only functions in the family or area where they live, but also an international language used in international world, that is English.

Related to its function as an international language, English plays a great role in the world. English has been stated to be used as an international language and popular to the countries all over the world. It is used even as a national language of several countries in the world. English is a foreign language in Indonesia and it is very important in the globalization era. In Indonesia, English takes even a more important role.

People need English to reach what modern countries have achieved such as technology and science. People are expected to be proficient in both written and spoken English. Therefore, people are encouraged to learn English, and even they want their children to start learning English from early ages like in the kindergarten. In learning English, there are four main skills that should be mastered by the learners; speaking, writing, listening, and reading. In mastering those skills, there are some sub-skills that should be learned first such as

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vocabulary, pronunciation, grammar, translation etc. These sub-skills in English can support the ability in mastering the main skill.

In order to fulfill students' necessity in English, Curriculum 13 provides English as one subject that should be learned in High School. Senior High School Serirama Pekanbaru is one of the schools that also uses Curriculum 13 as guidance in teaching and learning process. In this school, English has been taught since the first year of English teaching period. English is taught twice in a week.

Based on the preliminary research, the English teacher sometimes finds students' difficulties in the process of learning English. Some students cannot pass the passing grade that is 75. Some students consider that English is hard to be learned, they are difficult to understand the meaning of the word, less of the comprehension with the material, and difficult to translate some texts in English book. They cannot translate some words because they have lack vocabulary. They also still translate word by word in sentence which makes the meaning of sentence different. If the students cannot translate each word, sentence, or paragraph in a text, they cannot understand and comprehend the meaning of the text.

Nowadays translating activities continue to be more important practices, especially in Indonesia and in approaching globalization era, translation activity has a large benefit in developing knowledge or science as well as in international exchange of culture. Translation is one of important sub-skill in English. Without translation, it will be hard to understand English well. According to Richards & Schmidt (2010), translation is a process of rendering written language into from the source language into target language. It means that translating is the process

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on changing the words from source language into target language without changing the meaning. It is not an easy task, since it is a process of transferring meanings from the source language to the target language. It needs the mastery of both the source language and the target language.

Translation is an activity that raises students' awareness toward similarities and differences between source and target language grammatical structure. Bassnett (2002) stated, "translation as a process that involves the delivering of a source language (SL) text into the target language (TL) so as to ensure that the surface meaning of the two will be approximately similar and the structures of the SL will be preserved as closely as possible but not so closely that the TL structures will be seriously distorted". It means that the differences of grammatical structures between source and target language often result in some change in the meaning during the process of translation. A translator must comprehend both the structure of source and target language well because a translation is not simply a matter of different word choice, but of different grammatical structures as well.

Based on discussion above, the writer is interested in conducting this research to know the real condition of students' ability in translating English into Indonesian. The research title is **Students' Ability in Translating English into Indonesian about Analytical Exposition Text at Senior High School Serirama Pekanbaru.**

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B. Definition of Key Term

The terminology used in this research can be defined as follows:

1. Translation is a process of rendering written language into from the source language into target language (Richards & Schmidt, 2010). It means that translating is the process on changing the words from source language into target language without changing the meaning.

C. Problem

1. Identification of the Problems

- a. Some of the students were difficult to understand the meaning of words.
- b. Some of the students were difficult to understand the materials learned.
- c. Some of the students were difficult to translate some texts in English book.

2. Limitation of the Problem

Translation covered many issues that deserved to be investigated. Thus, in this study the writer only focused on students' ability in translating analytical exposition text .

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3. Formulation of the Problem

Based on limitations of the problem, the researcher formulated the problem of the study into one formulation, that is “How is the students’ ability in translating English into Indonesian?”

D. Objective and Significance of the Research

1. Objective of the Research

The objective of the research is to find out the students’ ability in translating English text into Indonesian at Senior High School Serirama Pekanbaru.

2. Significance of the Research

Related to the objective of the research, the significance of the research is as follows:

- a. The research findings are expected to support the theories related to the English education, in the terms of translation.
- b. The research findings are also hopefully, useful and valuable, especially for students and the teachers of English at State Senior High School Serirama Pekanbaru to be consideration in their teaching and learning process in the future.
- c. This research is also expected to be theoretical information to the development of the theories in language teaching.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

The theoretical framework of this study is based on the concepts, theories and previous study about translation that will be discussed below.

1. Translation

There are many definitions of translation given by experts. According to Newmark (1988) translation is rendering the meaning of a text into another language in the way that the author intended the text. Richards & Schmidt (2010) also stated that translation is a process of rendering written language into from the source language into target language. It means that translation is the process on changing the words from source language into target language without changing the meaning. Therefore, the core of translation is the transforming of message, meaning or idea from the source language to the target one. Whereas, in the term of language style, both languages used must be appropriate each other so that it will give the same effect between the reader of the source text and the reader of the translation version.

Meanwhile, Catford (1965) stated that translation is the replacement of textual in one language (SL), by textual material in another language (TL). In addition, Bassnett (2002) also stated “translation as a process that involves the delivering of a source language (SL) text into the target language (TL) so as to ensure that the surface meaning of the two will be approximately similar

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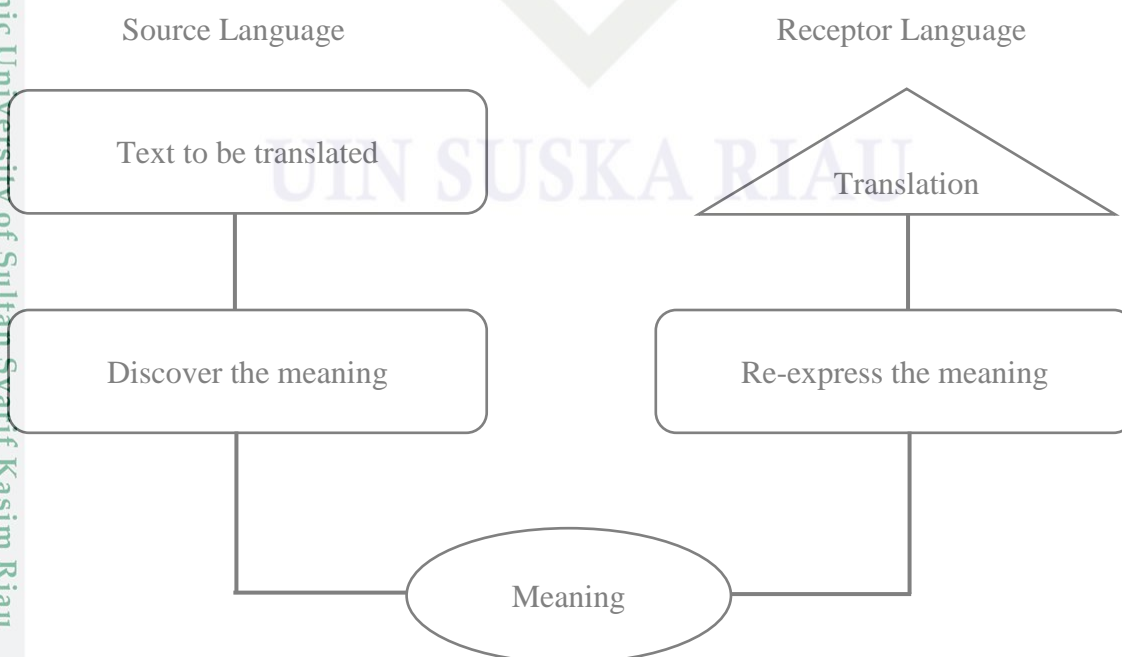
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and the structures of the SL will be preserved as closely as possible but not so closely that the TL structures will be seriously distorted”. Thus, translation is a process of transferring the source language text into target language by paying attention to both structure of languages.

From the definitions above, it can be concluded that translation is transferring or reproducing from written source language to written target language meaning which have the closest equivalence by paying attention to both structure of languages.

a. Process of Translation

In translating words or texts, a translator needs to know the process of translating source language into target language. According to Larson (1998), translation consists of transferring the meaning of the source language into the receptor language. The process of translation can be seen in the following diagram:



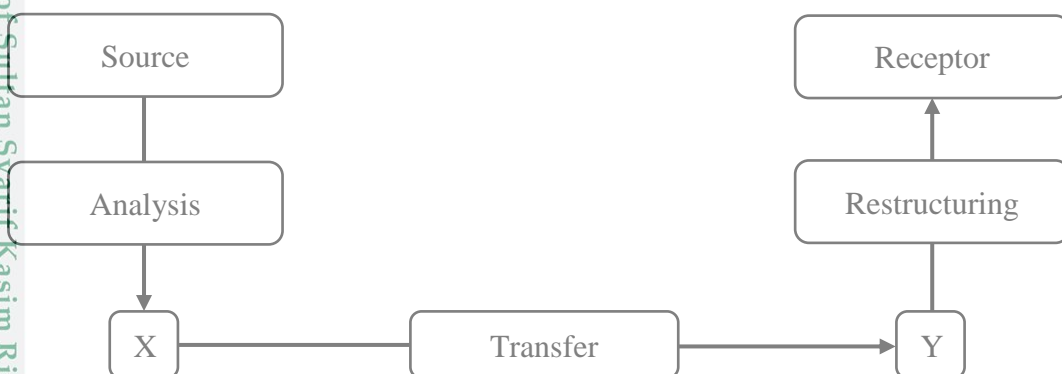
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Based on the diagram above, Larson (1998) said that translation is concerned with a study of the SL text (lexicon, grammatical structure, communication situation, and cultural context), which is analyzed in order to determine its meaning. The discovered meaning is then re-expressed or re-constructed using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context. In addition, Nida & Taber (1982) also distinguish the translation process into three stages:

- 1) Analysis, in which the surface structure is analyzed in terms of the grammatical relationships and the meaning of the words and combinations of words.
- 2) Transfer, in which the analyzed material is transferred in the mind of the translator from source language into receptor language.
- 3) Restructuring, in which the transferred material is restructured in order to make the final message fully acceptable in the receptor language.

The stages above can be illustrated into the following diagram:



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Based on the explanation above, it is clear that in translation process a translator need to analyze the source language first, then transfer it to target/receptor language and re-express it into appropriate target/receptor language.

b. Types of Translation

There are many types of translation explained by some experts. According to Jakobson (as cited in Bassnett, 2002), there are three types of translation:

- 1) Intralingual translation or rewording: an interpretation of verbal signs by means of other signs in the same language.
- 2) Interlingual translation or translation proper: an interpretation of verbal signs by means of some other language.
- 3) Intersemiotic translation or transmutation: an interpretation of verbal signs by means of signs of nonverbal sign systems.

In other hand, Catford (1965) define some broad types of translation in terms of extent, levels, and ranks.

- 1) The Extent of Translation
 - a) Full translation: a type of translation types in which the content of all parts of the source language text is fully translated into receptor language.
 - b) Partial translation: translation in which only certain parts of the source language text is translated into the receptor's language or target language.

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2) The Levels of Language Involved in Translation

- a) Total translation: a type of translation in which all levels of source language (grammar and lexis) are replaced by equivalent levels of target language.
- b) Restricted translation: a type of translation in which only one level of source language is replaced by equivalent level of target language.

3) The Grammatical Rank at which the Translation Equivalence is Established

- a) Word for word translation: a type of translation in which an equivalent is sought in the target language for each word or for each morpheme encountered in the source language.
- b) Literal translation: a type of translation in which the source language is translated by the equivalent grammatical order of the target language. It may be started from word for word translation, but make change in conformity with the (TL) grammar (e.g. inserting additional words, changing structures at any rank, etc.)
- c) Free translation: a type of translation which is not limited to a particular rank, and the translator may add equivalent at sentence, clause and other levels.

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Example of these types of translation are as follow:

Source language	I am sorry to hear that
Word for word translation	Saya adalah maaf untuk mendengar itu
Literal translation	Saya mohon maaf mendengar berita itu
Free translation	Saya turut berduka cita

In addition, Larson (1998) also divide two kinds of translation:

- 1) Form-based translation: an attempt to follow the form of the source language and also known as literal translation. The literal translation is possible to be worked out because both source language and target language have the same grammatical form.

For example:

Source language: I go to school

Target language: Saya pergi ke sekolah

In this example, word “I” becomes “Saya”, the word “go” becomes “pergi”, the word “to” becomes “ke” and the word “school” becomes “sekolah”. There is no grammatical difference between source language and target language.

- 2) Meaning-based translation: makes every effort to communicate the meaning of the source language text in the natural forms of the receptor language and also called as idiomatic translations. This kind of translation will take place when there is an odd meaning if a text is translated by using literal translation, so another alternative to have the correct meaning of the text by using idiomatic translations. For example:

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Source language: The examination is a piece of cake.

Target language: Ujian itu sangat mudah.

Translating in such a way is categorized as idiomatic translation because the lexical and grammatical forms are different. It does not make sense if a translator translates it in literal translation because the meaning of source language text has not been caught.

c. Components of Translation

There are some aspects that should be concerned in translation. Angelelli (as cited in Angelelli & Jacobson, 2009) mention some components of translation that should be concerned:

- 1) Source text meaning: the reflect of understanding of the themes and rhetoric of the source text.
- 2) Target text style and cohesion: the ways in which texts are linked and organized into documents in the given target language genre, or document type within a given communicative setting.
- 3) Situational appropriateness: functional and socio-cultural aspects of the target language in translation.
- 4) Grammar and mechanics: the category which includes spelling, diacritical marks, agreement, punctuation, and other conventions of the writing and grammar of the target language.
- 5) Translation skill: the application of strategies to translation problems and the use of resource materials.

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2. Analytical Exposition Text

Analytical exposition text is a kind of text that is learned in Senior High School in Indonesia especially in eleventh grade. According to Coffin (2004) analytical exposition text is the text which is used to put forward a point of view or an argument. It means that analytical exposition text is used to explain the writer's point of view.

Richards & Schmidt (2010) also stated that exposition is text to express an opinion and convince the reader/listener. It means that analytical exposition text has the social function to inform the reader or listener about someone's opinion and to convince them about it. It contains of some arguments that convince the reader to deal with something happen around them. Its generic structure consists of an introductory paragraph that has thesis statement, a series of arguments that supported by evidence to convince the reader in the middle paragraph, and the restatement of the thesis in the last paragraph.

From the explanations above, it is clear that an analytical exposition text is not only a common reading text but it also a text that needs the reader to analyze and interpret the writer's point of view deeply. This statement in line with Mali-Jali (2007), he states that the social function or the purpose of the analytical exposition text is to argue and give reasons for particular point of view of an issue.

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There are some aspects in analytical exposition text that should be known by readers. In terms of the generic structures, analytical exposition text can be analyzed as follows:

- a. Thesis (Introduction): introducing the topic and indicating the writer's position.
- b. Arguments (Body): explaining the arguments to support the writer's position.
- c. Reiteration (Conclusion): restating the writer's position.

3. Assessing Translation

Angelelli (as cited in Angelelli & Jacobson, 2009) proposed a rubric for assessing translation as follows:

Table II.1
Rubric of Translation

No.	Components	Scoring	Explanation
The Islamic University of Sultan Syarif Kasim Riau	Source text meaning	5	Translation contains elements that reflect a detailed and nuanced understanding of the major and minor themes of the ST and the manner in which they are presented in the ST. The meaning of the ST is masterfully communicated in the translation.
		4	Translation contains elements that reflect a complete understanding of the major and minor themes of the ST and the manner in which they are presented in the ST. The meaning of the ST is proficiently communicated in the translation.
		3	Translation contains elements that reflect a general understanding of the major and most minor themes of the ST and the manner in which they are presented in the ST. There may be evidence of occasional errors in interpretation but the overall meaning of the ST appropriately communicated in the translation.
		2	Translation contains elements that reflect a flawed understanding of major and/or several minor themes of the ST and/or the manner in

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			which they are presented in the ST. There is evidence of errors in interpretation that lead to the meaning of the ST not being fully communicated in the translation.
		1	Translation shows consistent and major misunderstandings of the ST meaning.
Target text style and cohesion		5	Translation is very well organized into sections and/or paragraphs in a manner consistent with similar TL texts. The translation has a masterful style. It flows together flawlessly and forms a natural whole.
		4	Translation is well organized into sections and/or paragraphs in a manner consistent with similar TL texts. The translation has style. It flows together well and forms a coherent whole.
		3	Translation is organized into sections and/or paragraphs in a manner generally consistent with similar TL texts. The translation style may be inconsistent. There are occasional awkward or oddly placed elements.
		2	Translation is somewhat awkwardly organized in terms of sections and/or paragraphs or organized in a manner inconsistent with similar TL texts. The translation style is clumsy. It does not flow together and has frequent awkward or oddly placed elements.
		1	Translation is disorganized and lacks divisions into coherent sections and/or paragraphs in a manner consistent with similar TL texts. Translation lacks style. Translation does not flow together. It is awkward. Sentences and ideas seem unrelated.
Situational appropriateness		5	Translation shows a masterful ability to address the intended TL audience and achieve the translations intended purpose in the TL. Word choice is skillful and apt. Cultural references, discourse, and register are completely appropriate for the TL domain, text-type, and readership.
		4	Translation shows a proficient ability in addressing the intended TL audience and achieving the translations intended purpose in the TL. Word choice is consistently good. Cultural references, discourse, and register are consistently appropriate for the TL domain, text type, and readership.

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		3	T shows a good ability to address the intended TL audience and achieve the translations intended purpose in the TL. Cultural references, discourse, and register are mostly appropriate for the TL domain but some phrasing or word choices are either too formal or too colloquial for the TL domain, text-type, and readership.
		2	Translation shows a weak ability to address the intended TL audience and/or achieve the translations intended purpose in the TL. Cultural references, discourse, and register are at times inappropriate for the TL domain. Numerous phrasing and/or word choices are either too formal or too colloquial for the TL domain, text-type, and readership.
		1	Translation shows an inability to appropriately address the intended TL audience and/or achieve the translations intended purpose in the TL. Cultural references, discourse, and register are consistently inappropriate for the TL domain. Most phrasing and/or word choices are either too formal or too colloquial for the TL domain, text-type, and readership.
State Islamic University of Sultan Syarif Kasim ⁴ Riau	Grammar and mechanics	5	Translation shows a masterful control of TL grammar, spelling, and punctuation. Very few or no errors.
		4	Translation shows a proficient control of TL grammar, spelling, and punctuation. Occasional minor errors.
		3	Translation shows a weak control of TL grammar, spelling, and punctuation. Translation has frequent minor errors.
		2	Translation shows some lack of control of TL grammar, spelling and punctuation. Translation is compromised by numerous errors.
		1	Translation shows lack of control of TL grammar, spelling and punctuation. Serious and frequent errors exist.
	Translation skill	5	Translation demonstrates able and creative solutions to translation problems. Skillful use of resource materials is evident.
		4	Translation demonstrates consistent ability in identifying and overcoming translation problems. No major errors and very few minor errors are evident. No obvious errors in the use of resource materials are evident.

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	3	Translation demonstrates a general ability to identify and overcome translation problems. However, a major translation error and/or an accumulation of minor errors are evident and compromise the overall quality of the translation. Improper or flawed use of reference materials may be reflected in the TL.
	2	T demonstrates some trouble in identifying and/or overcoming translation problems. Several major translation errors and/or a large number of minor errors are evident and compromise the overall quality of the translation. Improper or flawed use of reference materials is reflected in the TL.
	1	T reflects an inability to identify and overcome common translation problems. Numerous major and minor translation errors lead to a seriously flawed translation. Reference materials and resources are consistently used improperly.

B. Relevant Research

1. A research from *Ratih Zatil Imandari, Luwandi Suhartono, Bambang Wijaya*

In 2015, Ratih, Luwandi and Bambang conducted a research entitled “*An Analysis on English Students’ Ability in Translating from English into Indonesian*”. Based on the research they found that the students’ ability in translating from English into Indonesian generally is Excellent, with 15 (65.2%) students achieved excellent level and 8 (34.8%) students achieved good level. Furthermore, for the pronoun common errors made by the students in translating from English into Indonesian are the students did not mention or omitted the pronoun in the target text.

2. A research from *Gusti Yessy, Erika Sinambela*

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In 2018, Gusti and Erika conducted a research entitled “*An Analysis of Students’ Ability in Translating the Analytical Exposition Text in Eleventh Grade of SMK N 11 Medan*”. Based on the research they found that the students are able to translate the analytical exposition text. From 30 samples there were 25 students (83%) able to translate the analytical text and there were 5 students (17%) unable to translate analytical exposition text. It means that the students are able to translate analytical exposition text in eleventh grade of SMKN 11 Medan. It can be seen from the median of students score which is higher than (KKM) that is determined in the school ($70.6 > 70$).

The similarities of this research with the relevant research is in term of research design that is descriptive research. And the different is in term of subject of the research. This research conducted in Senior High School.

C. Operational Concept

In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. Based on Angelelli’s idea (2006), the operational concept of this research is as follows:

1. The students’ ability to translate in good understanding of the source text.
2. The students’ ability to translate in good target text style and cohesion.
3. The students’ ability to translate in appropriate situation.
4. The students’ ability to translate in good grammar and mechanics
5. The students’ ability to translate in good translation skill



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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research is a descriptive quantitative research. According to McMillan & Schumacher (2006) descriptive design simply provides a summary of an existing phenomenon by using numbers to characterize individuals or a group. It assesses the nature of existing conditions. Gravetter and Forzano (2012) also stated that descriptive research typically involves measuring a variable or set of variables as they exist naturally. In addition, Williams (2007) stated that descriptive research is research design used to examine the situation involving identification of attributes of a particular phenomenon based on an observational basis. So, the purpose of descriptive research is to characterize something as it is. It is used to describe a single variable or to obtain separate descriptions for each variable when several are involved. This type of research is used to describe and interpret the data being studied based on fact that is supported by accurate theories. It means that descriptive research is related with the condition occurs at that time, uses one variable or more and then investigates in fact. Therefore, the aim of this research is to describe the students' translation ability.

B. Location and Time of the Research

The research conducted at Senior High School Serirama Pekanbaru. It conducted on September 2020 in two weeks.

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C. Subject and object of The Research

The subject of the research was the eleventh-grade students of Senior High School Serirama Pekanbaru and the object was translation ability.

D. Population and Sample of the Research

The population of this research was all of the eleventh-grade students of Senior High School Serirama Pekanbaru in 2018/2019 academic year. Which consist of 8 classes.

Table III.1
The Distribution of the Population

No.	Classes	Number of Students (Population)
1	XI IPA 1	30
2	XI IPA 2	30
3	XI IPA 3	30
4	XI IPA 4	30
5	XI IPA 5	30
	Total	150 students

According to Gay, et.al (2012) sampling is the process of selecting a number of individual for study in such a way that represents the larger group from which they are selected. In this research the writer used simple random sampling to take the sample and used equal simple size. The writer taked 6 students from each class. So , the sample of this research was 30 students.

E. Technique of Collecting the Data

The writer used a test as the instrument to collect the data. According to Brown (2004) test is a method to measure a person' ability, knowledge, or performance to perform the language. The type of the test used is written translation test. The writer will give a text which consist of two paragraphs to be

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translated by students in order to obtain students' translation ability. Blue print of the test is as follow:

Table III.2
Blue Print of the Test

Generic structure	Paragraph
Thesis	Paragraph 1
Argument	Paragraph 1
Reiteration	Paragraph 2

F. Technique of Analyzing the Data

To analyze the quantitative data, the writer analyzed the students' score based on the test. The data analyzed by using descriptive method. This technique is called descriptive statistics. The data analyzed by using statistic software which is Statistical Product and Service Solutions (SPSS) 23 version for the descriptive statistics. The result of data analysis can be seen on the SPSS output.

$$P = \frac{F}{N} \times 100\%$$

Note :

P = percentage

F = frequency

N = number

Below is the focus of assessing students writing ability :

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Table III.3**Classification of students' Score**

No	Score	Category
1	80-100	Very Good
2	66-79	Good
3	56-65	Enough
4	40-45	Less
5	0-39	Failure

(Arikunto; 1996)

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to find out the real condition of students' translation ability. Based on the research findings, can be concluded that the students' translation ability was categorized into less level

B. Suggestion

Considering the result of students' translation ability, the writer would like to give some suggestion as follows:

1. Suggestion for Teachers

- a. The teacher should be more creative in teaching English such as by using games or media in order to make students give full attention and more interested in learning.
- b. The teacher should do more practice in translating text to increase the students' ability in translating.

2. Suggestion for Students

- a. The students should increase their vocabulary knowledge to help them translating a text.
- b. The students should practice more in translating a text to make them understand the text.

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APPENDIX 1

Score of Translating

UIN SUSKA RIAU

Nowadays people use the Internet to communicate with others. Many of them share their feelings, ideas, opinions, and problems in social media. In fact, sharing problems on social media embarrasses themselves and really annoys others.

Those who share their problems on social networks really irritate other people. Social networks are not the place for sharing personal problems. Reading someone's personal problems on the Internet is really a nuisance.

Besides, one who shares problems on social media only shames himself. Other people who read about them will think that he has a miserable life. It will be bad if those who read his status are his boss or coworkers.

In my opinion, netizens should not share their problems on social networks. It is better for them to write their feelings in a diary or have a private talk with friends. Personal problems shared on the social media only show their negative side.

Alisa W. Sukartha, M.Pd.

Sekarang manusia dapat memakai internet untuk berkomunikasi dengan orang. Kebanyakan dari mereka bisa meng~~share~~/membagikan faktanya. Masalah, ide, pendapat dan masalah mereka di media sosial. Keuntungannya adalah mereka bisa membagikan masalah di media sosial memalukan bagi diri mereka sendiri, dan ini sangat mengganggu bagi banyak orang.

Kebanyakan dari mereka membagikan masalah mereka di jaringan media sosial itu sangat mengganggu banyak orang. Jaringan media sosial tidak hanya untuk tempat membagikan masalah sendiri/pribadi, semua orang dapat membaca masalah kita di internet, itu sangat mengganggu. Di samping itu, siapa pun yang meng~~share~~ masalahnya di media sosial hanya untuk kepentingan diri sendiri. Mereka di luaran semau membaca tentang mereka yang berpikir bahwa orang tersebut mempunyai banyak masalah dalam hidup. Itu akan lebih buruk jika orang membaca status kita tentang ~~boss~~ atau rekan kerja kita.

Menurut pendapat ~~ku~~, ~~netizen~~ ^{netizen} harus tidak membagikan masalah mereka di jaringan sosial media. Mereka dapat memikarnya dengan menulis pikiran mereka di ~~diary~~ atau teman terdekat. Masalah pribadi membagikan di media sosial hanya bisa melihat sisi negatifnya saja.

1. Source text meaning : 3
2. Target text style : 4
and cohesion : 3
3. Situational appropriateness : 3
4. Grammar and Mechanic : 3
5. Translation skill : 4

TOTAL : 17.

Alisa W.

Trains are a form transports which have good prospects. They can be used to solve our country's problems, such as increasing energy consumption, traffic congestion, and pollution. Trains are not only faster, but also more economical in terms of energy use. Trains can carry a lot more passengers than buses. They also consume much less fuel.

Furthermore, since Jakarta started operating electric trains, they have more produced very little pollution. According to a survey on transportation in Sweden, the pollution cost of road transportation is much higher than the pollution cost of trains. Jakarta is the third most polluted city in the world with its 6.5 million vehicles, mostly private cars and motor vehicles.

Everyday, many people, who commute from suburban areas, use their private cars for their activities. The country's roads are very crowded. So it is the right time for the government to upgrade and rebuild the trains, because it will attract many people to use them.

Kereta api merupakan salah satu angkutan yang memiliki prospek yang bagus. Mereka bisa digunakan utk memecahkan masalah negara kita, seperti meningkatkan konsumsi energi, kemacetan lalu lintas, dan polusi. Kereta api hanya lebih cepat, tetapi juga lebih hemat dalam hal penggunaan energi. Kereta api bisa membawa lebih banyak penumpang dari pada bus. Kereta api mengkonsumsi lebih sedikit bahan bakar.

Sejak Jakarta mengoperasikan kereta listrik,

? *Continue*

Paragraph 2 —?

Paragraph 3 —?

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TOTAL 7.

sfhuf

Sample 4:

1. Do you agree with the saying that music is one of the most important aspects of our lives? Yes, I agree. Music definitely has a significant role in our daily activities. There are several reasons why music is everywhere.

First of all, music is a way to express what we feel. For instance, when we fall in love, we tend to listen to love songs. Another example is when we feel sad, we would listen to melancholy music, and sometimes we purposefully immerse ourselves in our emotion. It also happens when we are happy, we tend to choose cheerful songs.

Secondly, music helps us to reminisce about past experiences. A person's favorite song could act as a documentary for that person. People with impaired brain function, like Alzheimer's, would remember the details of songs they are familiar with. For instance, an elderly woman who couldn't even remember her husband's name would remember the details of how her favorite song influenced her feelings. When she listened to the music, she would associate it with the emotion that came along with the music. It made the song memorable for her.

Finally, music can motivate people to make significant changes in the world and make it a better place. A song with powerful lyrics could move people to do something about the problem implied in the song. As an example, we can see it in Michael Jackson's "Heal the World". The lyrics empower the people of the world. So, try to imagine that a world without music would be bland.

Apakah anda setuju dengan ungkapan bahwa musik adalah salah satu aspek terpenting dalam kehidupan kita? Ya saya setuju. Musik jelas memiliki peran penting dalam aktivitas kita sehari-hari. Ada beberapa alasan mengapa musik ada di mana-mana. Pertama kali saya ingat, musik adalah cara pertama kali saya mendengar musik. Pertama kali saya mendengar musik adalah ketika saya sedang mendengarkan musik di radio. Pertama kali saya mendengar musik adalah ketika saya sedang mendengarkan musik di radio. Pertama kali saya mendengar musik adalah ketika saya sedang mendengarkan musik di radio.

STM : 1
TTS : 2
SA : 1
GM : 2
TS : 1

7 *spmt*

Sample 5

Trains are a form transports which have good prospects. They can be used to solve our country's problems such as increasing energy consumption, traffic congestion, and pollution. Trains are not only faster but also more economical in terms of energy use. Trains can carry a lot more passengers than buses. They also consume much less fuel.

Furthermore, since Jakarta started operating electric trains, they have more produced very little pollution. According to a survey on transportation in Sweden, the pollution cost of road transportation is much higher than the pollution cost of trains. Jakarta is the third most polluted city in the world with its 6.5 million vehicles, mostly private cars and motor vehicles.

Every day many people, who commute from suburban areas, use their private cars for their activities. These roads are very crowded. So it is the right time for the government to upgrade and rebuild the trains, because it will attract many people to use them.

1. Kereta api adalah sebuah bentuk transportasi yang memiliki prospek yang bagus. Kereta api bisa digunakan untuk memecahkan masalah negara. Seperti meningkatkan konsumsi energi. Kemacetan lalu lintas dan polusi. Kereta api hanya lebih cepat, tetapi juga lebih ekonomis dalam hal penggunaan energi. Kereta api bisa mengangkut lebih banyak penumpang dari pada bus. Mereka juga mengonsumsi lebih sedikit bahan bakar. Apalagi sejak Jakarta mengoperasikan kereta listrik, mereka semakin banyak berproduksi yang sangat kecil. Menurut sebuah survey transportasi di Sweden, biaya jalan transportasi jauh lebih besar dari pada biaya polusi kereta api. Jakarta adalah kota paling tercemar ketiga di dunia dengan kendaraan-kendaraannya, kebanyakan mobil pribadi dan kendaraan bermotor.

Setiap hari, ~~ada~~ banyak orang, yang bolak-balik dari daerah pinggiran kota, menggunakan mobil pribadi untuk kegiatan mereka. Ini membuat jalan sangat padat. jadi ini saat yang tepat bagi pemerintah untuk meningkatkan dan _____?

STM : 4
 TSC : 4
 SA : 4
 GM : 4
 TS : 4
 20

Shm

Sample 5

form transports which have good prospects. They can be used to solve our country's problems such as increasing energy consumption, traffic congestion, and pollution. Trains are not only faster but also more economical in terms of energy use. Trains can carry a lot more passengers than buses. They also consume much less fuel.

Furthermore, since Jakarta started operating electric trains, they have more produced very little pollution. According to a survey on transportation in Sweden, the pollution cost of road transportation is much greater than the pollution cost of trains. Jakarta is the third most polluted city in the world with its 6.5 million vehicles, mostly private cars and motor vehicles.

Every day many people, who commute from suburban areas, use their private cars for their activities. These roads are very crowded. So it is the right time for the government to upgrade and rebuild the trains, because they will attract many people to use them.

Translate

Kereta api adalah salah satu bentuk angkutan yang memiliki yang bagus. Mereka bisa digunakan untuk memecahkan masalah negara kita, seperti meningkatkan konsumsi energi, kemacetan lalu lintas dan polusi. Kereta api adalah tidak terlalu cepat, juga irit dalam menggunakan energi. Kereta api lebih bisa membawa banyak penumpang dari pada sebuah bus. Mereka juga menggunakan bahan bakar.

Selanjutnya, sejak Jakarta mulai mengoperasikan kereta listrik, 2nd, 3rd Paragraph?

TM	: 1
TTSC	: 2
SA	: 1
GM	: 1
S	: 1
	<hr/>
	6

[Signature]

UIN SUSKA RIAU

Conventionally, students need books, pens, erasers, picture books, rulers and other items in the multimedia era, students need more to be Successful in their studies They need a laptop connected to the Internet to enlarge their knowledge. Of course, it will cost more but its usage will be worth it.

Most of all, modern schools tend to apply rapid transfer of knowledge because schools need to grasp the curriculum goals. As a result, students need extra media to cover the subject. Having a laptop on every student's desk will help the students to gain a better understanding.

Second, finding the right laptop is not difficult Recently, there are various online laptop stores that sell at various prices. Students just have to look around the online store, decide which laptop or computer they need and proceed to deal with the payment. After that, the laptop will be sent to the student's home. It's very easy and saves time and money. Thus, having a laptop is very helpful for students who want to attain the best academic achievement.

Konvensional, student membutuhkan buku, Pen, Penghapus, berdambar, Penggaris dan barang lainnya untuk sukses dalam studiesnya. Mereka membutuhkan laptop yg terkoneksi dengan internet untuk memperbesar pengetahuannya akan sepadan pertama. Sekolah modern cenderung menerapkan transfer pengetahuan secara cepat tersebut.

Source Text Meaning :	1
Target text style :	1
Coherence :	1
Situational Appropriateness :	1
Grammar and Mechanic :	1
Translation skill :	1
	<hr/>
	5

Name : PUTRI MILDA ANJANI

Class : IIA

Sample

Do you agree with the saying that music is one of the most important aspects of our lives? Yes, I agree. Music definitely has a significant role in our daily activities. There are several reasons why music is everywhere.

First of all, music is a way to express what we feel. For instance, when we fall in love, we tend to listen to love songs. Another example is when we feel sad, we would listen to melancholy music, and sometimes we purposefully immerse ourselves in our emotion. It also happens when we are happy, we tend to choose cheerful songs.

Secondly, music helps us to reminisce about past experiences. A person's favorite song could act as a document for that person. People with impaired brain function, like Alzheimer's, would remember the details of songs they are familiar with. For instance, an elderly woman who couldn't even remember her husband's name would remember the details of how her favorite song influenced her feelings. When she listened to the music, she would associate it with the emotion that came along with the music. It made the song memorable for her.

Finally, music can motivate people to make significant changes in the world and make it a better place. A song with powerful lyrics could move people to do something about the problem implied in the song. As an example, we can see it in Michael Jackson's "Heal the World". The lyrics empower the people of the world. So try to imagine that a world without music would be bland.

Kamu setuju dengan pepatah bahwa musik itu adalah salah satu yang paling penting didalam hidup kita? Ya, saya setuju. Musik pasti ~~ada~~ peran penting dalam kehidupan kita. Ada beberapa alasan kenapa musik ada dimana-mana.

Pertama musik adalah cara seseorang dalam mengekspresikan apa kita rasakan, misalnya kapan kita jatuh cinta, kita cenderung untuk menyanyikan untuk hal jatuh cinta. Contoh lain ketika saat merasa sedih kita akan mendengarkan untuk melancholy musik, dan kadang-kadang terlarut dalam emosi kita. Ini juga terjadi ketika mereka bahagia.

3rd and 4th paragraph?

Source text meaning = 2

- Target text style and Cohesion = 2

- Situational and Appropriateness = 3

- Grammar and mechanic = 3

- Translation skill

= 3
13

Sp

Sample

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Nowadays people use the Internet to communicate with others. Many of them share their feelings, ideas, opinions, and problems in social media. In fact, sharing problems on social media embarrasses themselves and really annoys others.

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In my opinion, netizens should not share their problems on social networks. It is better for them to write their feelings in a diary or have a private talk with friends. Personal problems shared on the social media only show their negative side.

Di era ini orang menggunakan internet untuk berkomunikasi dgn orang lain. Banyak orang yang membagikan perasaan, ide, pendapat, dan masalahnya di media sosial. Faktanya, berbagi masalah di media sosial mempermalukan diri sendiri dan sangat mengganggu orang lain.

Meraka yang berbagi masalah di Jejaring Sosial benar-benar membuat orang lain kesal. Jejaring sosial bukanlah tempat utk berbagi masalah pribadi. Membaca masalah pribadi seseorang di internet benar-benar merupakan gangguan.

Selain itu, orang yang berbagi masalah di media sosial hanya mempermalukan dirinya sendiri. Orang lain yang membaca tentang mereka akan berpikir bahwa dia memiliki kehidupan yang menyedihkan. Akan sangat buruk jika yang membaca statusnya adalah atasan atau

Rekan kerjanya. Menurut saya, netizen tdk boleh membagikan masalah mereka di Jejaring sosial. ? Continue.

1. Text Meaning : 3
2. Target text style : 4
3. Situational appropriateness : 4
4. Grammar and mechanic : 4
5. Translation skill : 3



Name: NABILA KHARMAH
 Class: XI IPA
 Sample 4

Do you agree with the saying that music is one of the most important aspects of our lives? Yes, I agree. Music definitely has a significant role in our daily activities. There are several reasons why music is everywhere.

First of all, music is a way to express what we feel. For instance, when we fall in love, we tend to listen to love songs. Another example is when we feel sad, we would listen to melancholy music, and sometimes we purposefully immerse ourselves in our emotion. It also happens when we are happy, we tend to choose cheerful songs.

Secondly, music helps us to reminisce about past experiences. A person's favorite song could act as a documentary for that person. People with impaired brain function, like Alzheimer's, would remember the details of songs they are familiar with. For instance, an elderly woman who couldn't even remember her husband's name would remember the details of how her favorite song influenced her feelings. When she listened to the music, she would associate it with the emotion that came along with the music. It made the song memorable for her.

Finally, music can motivate people to make significant changes in the world and make it a better place. A song with powerful lyrics could move people to do something about the problem implied in the song. As an example, we can see it in Michael Jackson's "Heal the World". The lyrics empower the people of the world. So, try to imagine that a world without music would be bland.

Apakah anda setuju dengan pendapat bahwa musik adalah salah satu aspek terpenting dalam hidup kita? Ya saya setuju. Musik pasti memiliki peran penting dalam aktivitas kita sehari-hari, ada beberapa alasan mengapa musik ada di mana-mana.

Pertama, musik adalah salah satu cara untuk mengungkapkan apa yang kita rasakan, misalnya ketika kita jatuh cinta, kita cenderung mendengarkan lagu-lagu cinta. Contoh lain adalah ketika kita merasa sedih, kita mendengarkan musik melankolis, dan terkadang kita sengaja membenamkan diri dalam emosi kita. Begitu juga saat kita senang, kita cenderung memilih lagu yang ceria.

paragraf 3. ? 4. ?

STM = 2
 TTSC = 3
 SA = 2
 SM = 3
 TS = 2
 12

[Signature]

Trains are a form transports which have good prospects. They can be used to solve our country's problems such as increasing energy consumption, traffic congestion, and pollution. Trains are not only fast, but also more economical in terms of energy use. Trains can carry a lot more passengers than buses. They also consume much less fuel.

Furthermore, since Jakarta started operating electric trains, they have more produced very little pollution. According to a survey on transportation in Sweden, the pollution cost of road transportation is much greater than the pollution cost of trains. Jakarta is the third most polluted city in the world with its 6.5 million vehicles, mostly private cars and motor vehicles.

Every day many people, who commute from suburban areas, use their private cars for their activities. The roads are very crowded. So it is the right time for the government to upgrade and rebuild the trains, because it will attract many people to use them.

kereta api merupakan salah satu bentuk angkutan yg memiliki prospek bagus untuk dapat di gunakan untuk dapat menyelesaikan masalah negara kita terkait peningkatan konsumsi energi

1. Di antara mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mempergunakan atau memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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State Islamic University of Sultan Syarif Kasim Riau

STM : 1
 TTSC : 1
 SA : 1
 GM : 1
 TS : 1

5

[Signature]



Sample 1

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- Pengutipan tidak mengikat dan tergantung pada pertimbangan yang wajar UIN Suska Riau.

Howadays people use the Internet to communicate with others. Many of them share their feelings, ideas, opinions, and problems in social media. In fact, sharing problems on social media embarrasses themselves and really annoys others.

Those who share their problems on social networks really irritate other people. Social networks are not the place for sharing personal problems. Reading someone's personal problems on the Internet is really a nuisance.

Besides, one who shares problems on social media only shames himself. Other people who read about them will think that he has a miserable life. It will be bad if those who read his status are his boss or coworkers.

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ini orang menggunakan internet untuk berkomunikasi dgn orang
 banyak dari mereka berbagi perasaan

STM : 1
 TTSC : 1
 SA : 1
 GM : 1
 TS : 1

5

[Signature]

State Islamic University of Sultan Syarif Kasim Riau

Sample 5

Trains are a form transports which have good prospects. They can be used to solve our country's problems such as increasing energy consumption, traffic congestion, and pollution. Trains are not only faster but also more economical in terms of energy use. Trains can carry a lot more passengers than buses. They also consume much less fuel.

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Every day, many people, who commute from suburban areas, use their private cars for their activities. These make roads very crowded. So it is the right time for the government to upgrade and rebuild the trains, because it will attract many people to use them.

Kereta adalah suatu bentuk angkutan yang memiliki prospek ^{yang} bagus. Mereka bisa digunakan untuk memecahkan masalah negara kita, seperti meningkatkan konsumsi energi, kemacetan lalu lintas, dan polusi. Kereta api tidak hanya lebih cepat, tetapi juga lebih hemat dalam penggunaan energi. Kereta api bisa membawa lebih banyak penumpang dari pada bus. Mereka juga mengkonsumsi lebih sedikit bahan bakar.

Selain itu, Sejak Jakarta mulai mengoperasikan kereta listrik, mereka menghasilkan lebih banyak polusi yang sangat kecil. Menurut survei transportasi di Swedia, — ?

$$ST = 2$$

$$TTSC = 2$$

$$SA = 2$$

$$GM = 3$$

$$TS = 2$$

11

Sumit

Many people realize that agriculture is very important for economic development. As an agricultural country, Indonesia should focus on developing its agricultural sector. There are some reasons why government should prioritize agriculture.

Historically, agriculture has played an important role since the founding of the country. Traditionally, people earn a living from agriculture. Thus, it was agriculture that first supported our economy. Nowadays, almost half of Indonesians are working in that sector although it only contributes 40 percent to our economy.

Secondly, agriculture is expected to fulfill the need for food in our country. As the population increases at an alarming rate every year, increasing food supply should balance the population increase. Agriculture absorbs a large number of working population. It will provide employment as much as.

Orang menyadari bahwa itu sangat penting untuk pembangunan ekonomi. Orang agraris, Indonesia harus fokus mengembangkan sektor pertaniannya. Ada beberapa alasan mengapa pemerintah harus memprioritaskan pertanian.

State Islamic University of Sultan Syarif Kasim Riau

STM = 1
 TTSC = 1
 SA = 1
 GM = 1
 TS = 1

5

Sample 3

Conventionally, students need books, pens, erasers, picture books, rulers and other items in the multimedia era, students need more to be Successful in their studies They need a laptop connected to the Internet to enlarge their knowledge. Of course, it will cont more but its usage will be worth it.

First of all, modern schools tend to apply rapid transfer of knowledge because schools need to grasp the curriculum goals. As a result, students need extra media to cover the subject. Having a laptop on every student's desk will help the students to gain a better understanding.

Second, finding the right laptop is not difficult Recently, there are various online laptop stores that sell at various prices. Students just have to look around the online store, decide which laptop or computer they need and proceed to deal with the payment. After that, the laptop will be sent to the student's home. It's very easy and saves time and money. Thus, having a laptop is very helpful for students who want to attain their best academic achievement.

Jawab

Seraya pengars banyak yang tetap konvensional students membutuhkan buku, pulpen, penghapus, buku gambar, dan barang lainnya, siswa membutuhkan lebih banyak lebih untuk sukses dalam studinya. Mereka membutuhkan laptop terkoneksi dengan internet untuk memperbesar pengetahuannya. Penggunaannya akan sopadan.

Continue.

2nd and 3rd

- Source text meaning
- Target text style and Cohesten
- Situational Appropriateness
- Grammar and Mechanic
- Translation skill

1

= 1

= 1

= 1

= 1

6

Sum

Name : Dina Edel wiesca.

Class IPA

Sample



Conventionally, students need books, pens, erasers, picture books, rulers and other items in the multimedia era, students need more to be successful in their studies. They need a laptop connected to the Internet to enlarge their knowledge. Of course, it will cost more but its usage will be worth it.

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Secara konvensional, murid memerlukan buku, pena, penghapus, gambar, penggaris dan barang lainnya di era multimedia.

murid siswa memerlukan lebih banyak studi mereka untuk sukses.

mereka memerlukan sebuah laptop untuk menghubungkannya

Internet untuk memperbesar pengetahuan mereka.

tentunya itu akan berlanjut karena pemakaiannya sangat berharga.

Setelah itu, sekolah modern cenderung untuk menerapkan transfer pengetahuan yang cepat karena sekolah memperlukannya.

untuk memahami tujuan kurikulum. Dari hasilnya, siswa memerlukan

media tambahan untuk menutupi subjeknya. memiliki sebuah laptop

Pada setiap siswa di meja akan membantu siswa untuk mendapat

kan Understanding

Selanjutnya, penemu the right laptop tidak difficult recently.

mereka memvariasikan laptop di toko online dan dijual di toko online.

harga variasi murid hanya memerlukan.

toko online

Setelah itu laptop bisa digunakan oleh siswa di rumah. Ini sangat mempermudah dan menghemat waktu dan uang.

memiliki sebuah laptop sangat membantu siswa.

STM 5

TTSC 4

SA 4

GM 3

TS 4

200



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State Islamic University of Sultan Syarif Kasim Riau

Lampiran 1

FORM WAWANCARA PRA RISET

NARASUMBER : SUCI KARTIKA.M.Pd.

WAKTU : Senin 15 maret 2021

TEMPAT : SMA SERIRAMA PEKANBARU

1. **Pertanyaan** : bagaimana kondisi siswa pada saat proses pembelajaran bahasa inggris di kelas?

Jawaban : cukup kondusif walaupun terkadang siswa masih suka ribut.

2. **Pertanyaan** : bagaimana hasil belajar bahasa inggris siswa?

Jawaban : rata- rata nilai siwa di kelas XII sudah berada diatas nilai KKM, walaupun ada beberapa yang masih kurang.

3. **Pertanyaan** : apa saja kesulitan yang dialami siswa kelas XII SMA Serirama dalam proses pembelajaran bahsa inggris?

Jawaban : pada dasarnya siswa di kelas XII memiliki kesulitan dalam menguasai kosakata bahasa inggris, sehingga mereka masih susah dalam menterjemahkan kalimat atau teks bahasa inggris.

4. **Pertanyaan** : apa kendala siswa sulit dalam menguasai bahasa inggris?

Jawaban : siswa kurang melatih skill bahasa mereka di rumah dan kurang nya motivasi siswa dalam mempraktekan bahasa inggris , sehingga sebagia dari mereka masih kesulitan dalam berbicara, menulis, maupun menerjemahkan artikel atau teks dalam bahasa inggris

5. **Pertanyaan** : model pendekatan pembelajaran apa yang ibu gunakan selama mengajar pelajaran bahasa inggris?

Jawaban : pembelajaran konvensional, seperti memberikan motivasi siswa atau cermah, tanyan jawab, dan membiasakan siswa untuk berkomunikasi dalam bahasa inggris dengan harapan akan menjadi kebiasaan dan mempermudah siswa dalam menguasai bahasa inggris.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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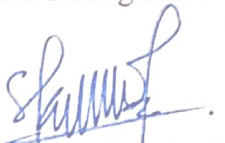
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Pertanyaan tersebut adalah benar telah diajukan kepada guru bidang studi bahasa inggris kelas XII SMA Serirama Pekanbaru yang ditanyakan dalam proses pra riset.

Mengetahui,

Guru bidang Studi


Suci Kartika, M.Pd.

Kepsek SERIRAMA


Muhammad Yusuf, M.Pd.

UIN SUSKA RIAU

APPENDIX 2

Instrument of the Research

Hak Cipta Dilindungi Undang-Undang

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Sample

Hak Cipta Dilindungi Undang-Undang

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Dilarang mengutip dan menerbitkan sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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State Islamic University of Sultan Syarif Kasim Riau

Nowadays people use the Internet to communicate with others. Many of them share their feelings, opinions and problems in social media. In fact, sharing problems on social media embarrasses themselves and really annoys others.

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UIN SUSKA RIAU

1. Dilarang menyalin atau menjiplak isi tulisan atau gambar yang ada dalam buku atau dokumen lain tanpa izin dari penulis atau penerbitnya.
2. Dilarang menyalin atau menjiplak isi tulisan atau gambar yang ada dalam buku atau dokumen lain tanpa izin dari penulis atau penerbitnya.

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UIN SUSKA RIAU

Sample 3

1. Hak Cipta Dilindungi Undang-Undang
2. Dilarang menyalin, mengutip, atau menjiplak sebagian atau seluruhnya dalam bentuk apa pun tanpa mencantumkan dan menyebutkan sumber.
3. Pengutipan hanya untuk keperluan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
4. Pengutipan tidak diperkenankan untuk tujuan komersial yang melanggar hak-hak yang wajar UIN Suska Riau.
5. Dilarang menggunakan gambar, logo, atau simbol lain yang melanggar hak-hak yang wajar UIN Suska Riau.

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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APPENDIX 3

Recommendation Letters

UIN SUSKA RIAU



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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soetrisnanto No.155 Km.18 Tampan Pekanbaru, Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax (0761) 561647 Web: www.ftk.uinsuska.ac.id E-mail: effak_uinsuska@yahoo.co.id

Un 04/F II 4 PP 00 9/13739/2020

Pekanbaru, 19 November 2020

Biasa

Mohon Izin Melakukan PraRiset

Kepada
Yth. Kepala Sekolah
SMA SERIRAMA PEKANBARU

Tempat

Assalamu'alaikum warahmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : SYAIDIA SYAHDAT
NIM : 11414102900
Semester/Tahun : XIII (Tiga Belas)/ 2020
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

UIN SUSKA RIAU

a.n. Dekan
Wakil Dekan III

Dr. Drs. Nursalim, M.Pd.
NIP. 19660410 199303 1 005

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrandt No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Pekanbaru, 09 Maret 2021 M

Nomor : Un.04/F.II/PP.00.9/3532/2021
Tipe : Biasa
Jumlah : (Satu) Proposal
Judul : **Mohon Izin Melakukan Riset**

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : SYAIDIA SYAHDAT
NIM : 11414102900
Semester/Tahun : XIV (Empat Belas)/ 2021
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau


ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : An Analysis on Students' Ability in Translating English into Indonesian about Analytical Exposition Text at Senior High School Serirama Pekanbaru

Lokasi Penelitian : SMA Serirama Pekanbaru

Waktu Penelitian : 3 Bulan (12 April 2021 s.d 12 Juli 2021)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor
Dekan

Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.
NIP.19740704 199803 1 001

Tembusan :
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PEMERINTAH PROVINSI RIAU DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru, 22 APR 2021

071/Disdik/1.3/2021/5866

Biasa

Kepada

Yth. Kepala SMA Serirama Pekanbaru

Izin Riset / Penelitian

di-

Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISSET/40585 Tanggal 7 April 2021 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : SYAIDIA SYAHDAT
NIM/KTP : 114141029000
Program Studi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Alamat : PEKANBARU
Judul Penelitian : AN ANALYSIS ON STUDENT'S ABILITY IN TRANSLATING ENGLISH INTO INDONESIAN ABOUT DESCRIPTIVE TEXT AT SENIOR HIGH SCHOOL SERIRAMA PEKANBARU
Lokasi Penelitian : SMA SERIRAMA PEKANBARU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS



Dr. Eng. YUSRI, S.Pd., S.T., M.T
Pembina Tingkat I
NIP. 19661231 199102 1 007

Tembusan:
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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YAYASAN LEMBAGA PENDIDIKAN ISLAM DAERAH RIAU
SEKOLAH MENENGAH ATAS
SMA SERIRAMA

NSS. 304096002005
NDS.L06024002

JALAN TERATAI NO. 29 TELEPON (0761) 21222 PEKANBARU 28155

IZIN OPERASIONAL KANWIL DEPDIKBUD PROV. RIAU 29 JUNI 1990 NO. 08709/109.B2/13 – 1990
JENJANG AKREDITASI : A

SURAT KETERANGAN RISET/ PENELITIAN

Nomor : 101/ I09.1-SMA.SR/ HM /2021

Yang bertanda tangan dibawah ini, Kepala Sekolah Menengah Atas (SMA) Serirama YLPI Pekanbaru, menerangkan bahwa :

Nama

: SYAIDIA SYAHDAT

NPM

: 11414102900

Mahasiswa

: FAKULTAS TARBIYAH DAN KEGURUAN UIN SUSKA RIAU

Nama yang tersebut diatas adalah benar telah melaksanakan Riset / Penelitian di SMA Serirama YLPI Pekanbaru

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru 15 Maret 2021
Kepala Sekolah,

Muhammad Yusuf, S.Ag M.Pd
Nip.

State Islamic University of Sultan Syarif Kasim Riau

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APPENDIX 4

Documentary

UIN SUSKA RIAU



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UIN SUSKA RIAU



NOTA PERBAIKAN SKRIPSI

Pukul : 08:00-12:00 WIB

Hari/Tanggal : Senin, 03 Agustus 2021
 Dewan Penguji :
 Penguji I : Dr. Bukhori, M.Pd
 Penguji II : Nurdiana, S.Pd.I, M.Pd
 Penguji III : Idham Syahputra, M.Ed
 Penguji IV : Muhammad Taufik, M.Pd.
 Nama Kandidat : Syaidia Syahdat
 NIM : 11414102900
 Perbaikan :

1. Tittle Revise
2. Acknowledgment
3. Validity
4. Instrumet
5. Conclusion

Lama perbaikan : 1 (satu) bulan sejak tanggal ujian Catatan untuk pemeriksaan setelah diperbaiki :

Telah diperiksa dan disetujui Penguji I : Dr. Bukhori, M.Pd
 NIP. 197905122007101001

Telah dipeiksa dan disetujui Penguji II : Nurdiana, S.Pd.I, M.Pd.
 NIP. 198108222014112003

Telah diperiksa dan disetujui Penguji III : Idham Syahputra, M.Ed.
 NIP. 198212262009121004

Telah diperiksa dan disetujui Penguji IV : Muhammad Taufik Ihsan, M.Pd.
 NIK. 130 117 005

Ketika perbaikan skripsi yang dicoret-coret waktu ujian harus dibawa.

Pekanbaru, 03 Agustus 2021
 Penguji II/ Panitia

Nurdiana, S.Pd.I, M.Pd.
 NIP. 198108222014112003

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CURRICULUM VITAE



Syaidia Syahdat, the first son from Mrs. Arni and Mr. Ujang Chandra, was born in Kalawi, July 23rd 1996. He lives at Pasir Pengarayan, Rohul, Riau. In 2008, he was graduated from State Elementary School 001 Rambah and continued his study at Dinyyah Boarding School Pasia Ampek Angkek Agam. In 2011, he finished his study at Dinyyah Boarding School Pasia Ampek Angkek Agam and continued his Senior High School at Dinyyah Boarding School Pasia Ampek Angkek Agam and he was graduated from Dinyyah Boarding School Pasia Ampek Angkek Agam in 2014.

In 2014, he was accepted become one of the students in English Education Department, Faculty of Education and Teacher and Training of State Islamic University of Sultan Syarif Kasim Riau. On July 2017, he was doing KKN (Kuliah Kerja Nyata) in Sugai Mempura, Sungai Mempura, Siak Regency. Then he was doing Pre-Service Teacher Training Practice at Senior High School Serirama Pekanbaru.

Finally, he followed Final Examination of his thesis entitled “Students’ ability in translating English into Indonesian about Analytical Exposition text at Senior High School Serirama Pekanbaru”.